

To the Student

This revised *Guidebook* is intended to assist you in comprehending American history as presented in *The American Pageant*, Twelfth Edition, by David M. Kennedy, Elizabeth Cohen, and Thomas A. Bailey. The *Guidebook* focuses attention on the central themes and major historical developments of each chapter while presenting a variety of exercises and other material designed to reinforce your comprehension of the text. Factual knowledge of history is important, and some of the exercises will help you to review facts and recall their significance. But the *Guidebook* attempts to demonstrate that facts are best learned when they are understood in relation to key historical events and issues.

The forty-two chapters of the *Guidebook* correspond with those of *The American Pageant* and are best used in close association with the text. Each chapter of the *Guidebook* contains the same sequence of material and exercises, except for the Map Discrimination section, which is omitted from some chapters.

The **Checklist of Learning Objectives** in Part I ("Reviewing the Chapter") of each *Guidebook* chapter provides a summary of the essential chapter themes and underscores the major historical developments to be learned. The **Glossary** defines basic social-science terms and shows their usage in the text. Learning this vocabulary will not only reinforce your understanding of *The American Pageant* but also familiarize you with terms often encountered in the study of politics, economics, geography, military science, and law, as well as history.

The various exercises in Part II ("Checking Your Progress") will assist in your careful reading of the text as well as foster your comprehension and spotlight the essential facts and concepts. **True-False**, **Multiple Choice**, and **Identification** exercises stress reading for understanding of important ideas and terms. **Matching People, Places, and Events** checks your knowledge of key historical figures, locations, and events. **Putting Things in Order** (which is specifically tied to the Chronology section at the end of each chapter of *The American Pageant*) and **Matching Cause and Effect** develop two essential principles of historical understanding: chronological sequence, and the causal relation between events. **Developing Historical Skills** is designed to hone your ability to use the diverse techniques employed in the study of history, including the interpretation of charts, maps, and visual evidence. **Map Mastery** includes Map Discrimination—specific questions focused on map reading—and Map Challenge, which asks you to use maps to discuss a historical issue or problem in a brief essay.

Completion of the exercises in Part II should enable you to handle successfully the crucial questions in Part III ("Applying What You Have Learned"). Your instructor may suggest that you use these questions as guides to study and review or may assign them as essay questions to be answered following your reading of the chapter. The last question is an especially challenging one that often draws on earlier chapters of *The American Pageant* and asks you to make historical comparisons, draw conclusions, or consider broad historical issues.

You and your instructor hence may utilize the *Guidebook* in a variety of ways, to suit a variety of needs. It can be used for class preparation and assignments, for guidance in your reading of the text, or for independent review of course contents. The answers to all the exercises may be found by your careful rereading of the pertinent sections of *The American Pageant*. May your exploration of American history be stimulating and enriching.

M. P.

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New World Beginnings, 33,000 B.C.–A.D. 1769

PART I: Reviewing the Chapter

A. Checklist of Learning Objectives

After mastering this chapter, you should be able to

1. describe the geological and geographical conditions that set the stage for North American history.
2. describe the origin and development of the major Indian cultures of the Americas.
3. explain the developments in Europe and Africa that led up to Columbus's voyage to America.
4. explain the changes and conflicts that occurred when the diverse worlds of Europe, Africa, and the Americas collided after 1492.
5. describe the Spanish conquest of Mexico and South America and identify the major features of Spanish colonization and expansion in North America.

B. Glossary

To build your social science vocabulary, familiarize yourself with the following terms.

1. **nation-state** The form of political society that combines centralized government with a high degree of ethnic and cultural unity. "... the complex, large-scale, centralized Aztec and Incan nation-states that eventually emerged." (p. 8)
2. **matrilinear** The form of society in which family line, power, and wealth are passed primarily through the female side. "... many North American native peoples, including the Iroquois, developed matrilinear cultures. . . ." (p. 8)
3. **confederacy** An alliance or league of nations or peoples looser than a federation. "The Iroquois Confederacy developed the political and organizational skills. . . ." (p. 8)
4. **primeval** Concerning the earliest origin of things. "... the whispering, primeval forests. . . ." (p. 10)
5. **saga** A lengthy story or poem recounting the great deeds and adventures of a people and their heroes. "... their discovery was forgotten, except in Scandinavian saga and song." (p. 10)
6. **middlemen** In trading systems, those dealers who operate between the original buyers and the retail merchants who sell to consumers. "Muslim middlemen exacted a heavy toll en route." (p. 11)
7. **caravel** A small vessel with a high deck and three triangular sails. "... they developed the caravel, a ship that could sail more closely into the wind. . . ." (p. 11)
8. **plantation** A large-scale agricultural enterprise growing commercial crops and usually employing coerced or slave labor. "They built up their own systematic traffic in slaves to work the sugar plantations. . . ." (p. 12)
9. **ecosystem** A naturally evolved network of relations among organisms in a stable environment. "Two ecosystems . . . commingled and clashed when Columbus waded ashore." (p. 14)

10. **demographic** Concerning the general characteristics of a given population, including such factors as numbers, age, gender, birth and death rates, and so on. "... a demographic catastrophe without parallel in human history." (p. 15)
11. **conquistador** A Spanish conqueror or adventurer in the Americas. "Spanish *conquistadores* (conquerors) fanned out across . . . American continents." (p. 16)
12. **capitalism** An economic system characterized by private property, generally free trade, and open and accessible markets. "... the fuel that fed the growth of the economic system known as capitalism." (p. 17)
13. **encomienda** The Spanish labor system in which persons were held to unpaid service under the permanent control of their masters, though not legally owned by them. "... the institution known as *encomienda*." (p. 17)
14. **mestizo** A person of mixed Native American and European ancestry. "He intermarried with the surviving Indians, creating a distinctive culture of *mestizos* . . ." (p. 21)
15. **province** A medium-sized subunit of territory and governmental administration within a larger nation or empire. "They proclaimed the area to be the province of New Mexico. . . ." (p. 22)

PART II: Checking Your Progress

A. True-False

Where the statement is true, mark **T**. Where it is false, mark **F**, and correct it in the space immediately below.

- ___ 1. The geography of the North American continent was fundamentally shaped by the glaciers of the Great Ice Age.
- ___ 2. North America was first settled by people who came by boat across the waters of the Pacific Strait from Japan to Alaska.
- ___ 3. The early Indian civilizations of Mexico and Peru were built on the economic foundations of cattle and wheat growing.
- ___ 4. Most North American Indians lived in small, seminomadic agricultural and hunting communities.
- ___ 5. Many Indian cultures like the Iroquois traced descent through the female line.
- ___ 6. No Europeans had ever set foot on the American continents prior to Columbus's arrival in 1492.
- ___ 7. A primary motive for the European voyages of discovery was the desire to find a less expensive route to Asian goods and markets.
- ___ 8. The beginnings of African slavery developed in response to the Spanish conquest of the Americas.
- ___ 9. Columbus immediately recognized in 1492 that he had come across new continents previously unknown to Europeans.
- ___ 10. The greatest effect of the European intrusion on the Indians of the Americas was to increase their population through intermarriage with the whites.

- ___ 11. Spanish gold and silver from the Americas fueled inflation and economic growth in Europe.
- ___ 12. The Spanish *conquistadores* had little to do with the native peoples of Mexico and refused to intermarry with them.
- ___ 13. The province of New Mexico was first settled by French colonizers from the North.
- ___ 14. Spain expanded its empire into Florida and New Mexico partly to block French and English intrusions.
- ___ 15. The Spanish empire in the New World was larger, richer, and longer-lasting than that of the English.

B. Multiple Choice

Select the best answer and write the proper letter in the space provided.

- ___ 1. The geologically oldest mountains in North America are
 - a. the Appalachians.
 - b. the Rockies.
 - c. the Cascades.
 - d. the Sierra Nevada.
- ___ 2. The Indian peoples of the New World
 - a. developed no advanced forms of civilization.
 - b. were divided into many diverse cultures speaking more than two thousand different languages.
 - c. were all organized into the two large empires of the Incas and the Aztecs.
 - d. relied primarily on nomadic herding of domesticated animals for their sustenance.
- ___ 3. The Iroquois Confederacy remained a strong political and military influence until
 - a. the Spanish conquest of the Americas.
 - b. the fur trade was wiped out in the early 1700s.
 - c. King Philip's War
 - d. the American Revolution.
- ___ 4. Among the important forces that first stimulated European interest in trade and discovery was
 - a. the Christian crusaders who brought back a taste for the silks and spices of Asia.
 - b. the Arab slave traders on the east coast of Africa.
 - c. the Scandinavian sailors who had kept up continuous trade contacts with North America.
 - d. the division of Spain into small kingdoms competing for wealth and power.
- ___ 5. Among the most important American Indian products to spread to the Old World were
 - a. animals such as buffalo and horses.
 - b. technologies such as the compass and the wheel.
 - c. economic systems such as plantation agriculture and livestock raising.
 - d. foodstuffs such as maize, beans, and tomatoes.

- ___ 6. The primary staples of Indian agriculture were
- potatoes, beets, and sugar cane.
 - rice, manioc, and peanuts.
 - maize, beans, and squash.
 - wheat, oats, and barley.
- ___ 7. The number of Indians in North America at the time Columbus arrived was approximately
- one million.
 - four million.
 - twenty million.
 - two hundred and fifty million.
- ___ 8. Before Columbus arrived, the only Europeans to have temporarily visited North America were
- the Greeks.
 - the Irish.
 - the Norse.
 - the Italians.
- ___ 9. The Portuguese were the first to enter the slave trade and establish large-scale plantations using slave labor in
- West Africa.
 - the Atlantic sugar islands.
 - the West Indies.
 - Brazil.
- ___ 10. Much of the impetus for Spanish exploration and pursuit of glory in the early 1500s came from Spain's recent
- successful wars with England.
 - national unification and expulsion of the Muslim Moors.
 - voyages of discovery along the coast of Africa.
 - conversion to Roman Catholicism.
- ___ 11. A crucial political development that paved the way for the European colonization of America was
- the rise of Italian city-states like Venice and Genoa.
 - the feudal nobles' political domination of the merchant class.
 - the rise of the centralized national monarchies such as that of Spain.
 - the political alliance between the Christian papacy and Muslim traders.
- ___ 12. The primary reason for the drastic decline in the Indian population after the encounter with the Europeans was
- the rise of intertribal warfare.
 - the Indians' lack of resistance to European diseases such as smallpox and malaria.
 - the sharp decline in the Mexican birthrate.
 - the sudden introduction of the deadly disease syphilis to the New World.

- _____ 13. Cortés and his men were able to conquer the Aztec capital Tenochtitlán partly because
- they had larger forces than the Aztecs.
 - the Aztec ruler Montezuma believed that Cortés was a god whose return had been predicted.
 - the Aztecs were peace-loving people who did not believe in war or conquest.
 - the city of Tenochtitlán already had been devastated by a disease epidemic.
- _____ 14. The primary early colonial competitor with Spain in the New World was
- Portugal.
 - Italy.
 - France.
 - England.
- _____ 15. The belief that the Spanish only killed, tortured, and stole in the Americas while doing nothing good is called
- the *encomienda*.
 - the mission of civilization.
 - the Evil Empire.
 - the Black Legend.

C. Identification

Supply the correct identification for each numbered description.

- _____ 1. Extended period when glaciers covered most of the North American continent
- _____ 2. Staple crop that formed the economic foundation of Indian civilizations
- _____ 3. Important Mississippian culture site, near present East St. Louis, Illinois
- _____ 4. First European nation to send explorers around the west coast of Africa
- _____ 5. Flourishing West African kingdom that had its capital and university at Timbuktu
- _____ 6. Mistaken term that European explorers gave to American lands because of the false belief that they were off the coast of Asia
- _____ 7. Animal introduced by Europeans that transformed the Indian way of life on the Great Plains
- _____ 8. Among the major European diseases that devastated Native American populations after 1492 (name two)
- _____ 9. Disease originating in Americas that was transmitted to Europeans after 1492
- _____ 10. Treaty that secured Spanish title to lands in Americas by dividing them with Portugal
- _____ 11. Wealthy capital of the Aztec empire
- _____ 12. Person of mixed European and Indian ancestry
- _____ 13. Indian uprising in New Mexico caused by Spanish efforts to suppress Indian religion
- _____ 14. Indian people of the Rio Grande Valley who were cruelly oppressed by the Spanish conquerors

_____ 15. Roman Catholic religious order of friars that organized a chain of missions in California

D. Matching People, Places, and Events

Match the person, place, or event in the left column with the proper description in the right column by inserting the correct letter on the blank line.

- | | |
|---------------------------------|--|
| _____ 1. Ferdinand and Isabella | A. Female Indian slave who served as interpreter for Cortés |
| _____ 2. Cortés and Pizarro | B. Legendary founder of the powerful Iroquois Confederacy |
| _____ 3. Lake Bonneville | C. Wealthy capital of the Aztec empire |
| _____ 4. Díaz and da Gama | D. Financiers and beneficiaries of Columbus's voyages to the New World |
| _____ 5. Columbus | E. Portuguese navigators who sailed around the African coast |
| _____ 6. Malinche | F. Founded in 1565, the oldest continually inhabited European settlement in United States territory |
| _____ 7. Montezuma | G. Italian-born navigator sent by English to explore North American coast in 1498 |
| _____ 8. Hiawatha | H. Italian-born explorer who thought that he had arrived off the coast of Asia rather than on unknown continents |
| _____ 9. Tenochtitlán | I. Powerful Aztec monarch who fell to Spanish conquerors |
| _____ 10. St. Augustine | J. Spanish conquerors of great Indian civilizations |
| _____ 11. John Cabot | K. Franciscan missionary who settled California |
| _____ 12. Junipero Serra | L. Inland sea left by melting glaciers whose remnant is the Great Salt Lake |

E. Putting Things in Order

Put the following events in correct order by numbering them from 1 to 5.

- _____ The wealthy Aztec civilization falls to Cortés.
- _____ Portuguese navigators sail down the west coast of Africa.
- _____ The first human inhabitants cross into North America from Siberia across a temporary land bridge.
- _____ The once-strong Iroquois confederacy divides and collapses.
- _____ Spanish conquerors move into the Rio Grande valley of New Mexico.

F. Matching Cause and Effect

Match the historical cause in the left column with the proper effect in the right column by writing the correct letter on the blank line.

Cause	Effect
___ 1. The Great Ice Age	A. Rapid expansion of global economic commerce and manufacturing
___ 2. Cultivation of corn (maize)	B. European voyages around Africa and across the Atlantic attempting to reach Asia
___ 3. New sailing technology and desire for spices	C. Establishment of Spanish settlements in Florida and New Mexico
___ 4. Portugal's creation of sugar plantations on Atlantic coastal islands	D. Exposure of a "land bridge" between Asia and North America
___ 5. Columbus's first encounter with the New World	E. Formation of a chain of mission settlements in California
___ 6. Native Americans' lack of immunity to smallpox, malaria, and yellow fever	F. A global exchange of animals, plants, and diseases
___ 7. The Spanish conquest of large quantities of New World gold and silver	G. The formation of large, sophisticated civilizations in Mexico and South America
___ 8. Aztec legends of a returning god, Quetzalcoatl	H. Cortés relatively easy conquest of Tenochtitlán
___ 9. The Spanish need to protect Mexico against French and English encroachment	I. A decline of 90 percent in the New World Indian population
___ 10. Franciscan friars' desire to convert Pacific coast Indians to Catholicism	J. The rapid expansion of the African slave trade

G. Developing Historical Skills

Connecting History with Geology and Geography

Because human history takes place across the surface of the earth, both the physical science of geology and the social science of geography are important to historians. Answer the following questions about the geological and geographical setting of North American history.

1. What are the two major mountain chains that border the great mid-continental basin drained by the Mississippi River system?

2. What great geological event explains the formation of the Great Lakes, the St. Lawrence River system, the Columbia-Snake River system, and Great Salt Lake?
3. How did this same geological event isolate the human population of the Americas from that of Asia?
4. Given the original geographical origins of the Indian populations, in which direction did their earliest migrations across North America occur: from southeast to north and west, from southwest to north and east, or from northwest to south and east?

H. Map Mastery

Map Discrimination

Using the maps and charts in Chapter 1, answer the following questions.

1. *Chronological Chart*: The American Declaration of Independence occurred exactly 169 years between what other two major events in American history?
2. *The First Discoverers of America*: When the first migrants crossed the Bering Land Bridge from Siberia to North America, approximately how many miles did they have to walk before they were south of the large ice caps to either side of the only open route? a) 200 miles b) 500 miles c) 2000 miles d) 3000 miles
3. *North American Indian Peoples at the Time of First Contact with Europeans*: List five Indian tribes that lived in each of the following regions of North America: (a) Southwest (b) Great Plains (c) Northeast (d) Southeast.
4. *Trade Routes with the East*: In the early European trading routes with Asia and the East Indies, what one *common* destination could be reached by the Middle Route, the Southern route, and da Gama's ocean route? a) Constantinople b) Persia c) China

5. *Principal Early Spanish Explorations and Conquests*: Of the principal Spanish explorers—Columbus, Balboa, de León, Cortés, Pizarro, de Soto, and Coronado—which four *never* visited the territory or territorial waters of the land that eventually became part of the United States?

6. *Spain's North American Frontier, 1542–1823*: A) What were the two easternmost Spanish settlements on the northern frontier of Spanish México? B) About how many years was Mission San Antonio founded before the first Spanish settlements in California? a) 10 b) 25 c) 50 d) 100

7. *Principal Voyages of Discovery*: A) Who was the first explorer of the Pacific Ocean? B) According to the 1494 Treaty of Tordesillas, about how much of North America was allotted to the Portuguese? a) one-half b) one-third c) one-tenth d) none

Map Challenge

Using the text and the map of *North American Indian Peoples at the Time of First Contact with Europeans*, write a brief essay describing the geographical distributions of the more *dense* North American Indian populations at the time of European arrival. Include some discussion of why certain regions were densely populated and others less so.

Part III: Applying What You Have Learned*

1. How did the geographic setting of North America—including its relation to Asia, Europe, and Africa—affect its subsequent history?
2. What were the common characteristics of all Indian cultures in the New World, and what were the important differences among them?
3. What fundamental factors drew the Europeans to the exploration, conquest, and settlement of the New World?
4. What was the impact on the Indians, Europeans, and Africans when each of their previously separate worlds “collided” with one another?
5. In what ways might the European encounter with the Americas be seen as a disaster or tragedy, and in what ways might it be seen as an inevitable development in the history of humanity with long-run positive results.

* Space is provided at the end of each chapter for answering the essay questions. Students needing more room should answer on separate sheets of paper.